

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	Place date stamp here 2016 NOV - 1 PM 12:12 Document Control Center Texas Education Agency
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Freer ISD	066-903	Freer High School/002	
Vendor ID #	ESC Region #	DUNS #	
74-1895618	02	127749463	
Mailing address	City	State	ZIP Code
P.O. Box 240	Freer	TX	78357-0240
Primary Contact			
First name	M.I.	Last name	Title
Steve		VanMatre	Superintendent
Telephone #	Email address	FAX #	
(361) 394-6025	svanmatre@freerisd.net	(361) 394-5055	
Secondary Contact			
First name	M.I.	Last name	Title
Maggie		Rodriguez	Grant and Data Specialist
Telephone #	Email address	FAX #	
(956) 970-2597	M_rodriguez23@live.com	(866) 600-0374	
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Steve		VanMatre	Superintendent
Telephone #	Email address	FAX #	
(361) 394-6025	svanmatre@freerisd.net	(361) 394-5055	
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

10/27/2014

701-16-108-012

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General InformationCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Freer ISD's High School is designated as an Early College High School and is in its second year of implementation. Although the High School has an existing Memorandum of Understanding (MOU) with Coastal Bend College (CBC) and Texas A&M International University (TAMU), the acquisition of this grant would allow Freer High School to expand its existing partnership and develop curriculum that is appropriately aligned to marketable skills in a high-demand nursing (Certified Nursing Assistant and/or Registered Nurse) occupation under the *Biotechnology and Life Sciences Industry Cluster*, as well as, have the opportunity to include industry recognized credentialing as part of the degree plan design.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: Enter into an articulated agreement with an Industry and Institution of Higher Education (IHE); Give students the opportunity to graduate with an associate's degree or 60 semester hours toward a baccalaureate degree in a high demand occupation during grades 9–12; Provide an in-kind match of 20-25% through a partnership with an industry partner **(10 points)**; Develop a leadership team to address the issues of the grant; and Offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing student's transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the students' academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district: reviewed test scores, evaluated community needs, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

COMMUNITY NEEDS ASSESSMENT		
Need (Population 25 and Over)	City	State
Households (w/child under 18) Falling Below Poverty	25.9%	20.4%
No High School Diploma	32.7%	18.5%
Population Doesn't Speak English at Home	51.4%	34.9%

Source: 2014 American Community Survey

In addition to the Community Needs Assessment above, the district collected local data included in following chart to indicate the district's academic deficiencies:

ACADEMIC DEFICIENCIES		
Subject	District	State
All Core Subjects	63.0%	77.0%
College Ready Graduates	39.0%	54.0%

Source: 2014-2015 Texas Academic Progress Report (TAPR)

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Innovative Academy grant in order to address academic deficiencies that exist at Freer High School. Due to the remote location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Freer ISD will take the initiative to address this academic problem by expanding its existing collaborative agreements between themselves, Coastal Bend College (CBC), Texas A&M International University (TAMU), as well as, La Paloma Nursing Home and Retama Nursing Home (Industry Partners). These contractual agreements will give the students an opportunity to receive academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points)

The district will implement a program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at-risk, economically disadvantaged, English language learners, and first-generation college goers. The district will support these students by providing the opportunity to receive an Associate's Degree, or at least 60 semester credit hours toward a baccalaureate degree in a high-demand occupation, receive on-the-job training through internships provided by the partnering industries; and graduate high school with training in a high-demand occupation.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's Degree or 60 semester hours toward a baccalaureate degree in a high-demand occupation, as well as, an education in the *Biotechnology and Life Sciences Industry Cluster*; Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and Providing experience in a high-demand occupation.

The district will perform this task by partnering with Coastal Bend College (CBC) to offer non TSI-ready students Certified Nursing Assistant (CNA) courses and Texas A&M International University (TAMIU) to offer TSI-ready student with Registered Nursing courses. If necessary, the district will establish a partnership(s) with other Institutions of Higher Education (IHE). The district will also partner with La Paloma Nursing Home and Retama Nursing Home to ensure the students will receive training/experience in a high-demand occupation.

To ensure these goals and objectives of the grant are met, Freer Early College High School Innovative Academy will provide a personalized learning environment by creating a seamless curriculum between high school and college. The district will hire a full-time Health Science Instructor to support the addition of the *Biotechnology and Life Sciences Cluster* to the ECHS at Freer ISD. In addition, the partnering industries will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Freer ECHS will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Freer ECHS Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- The district, in partnership with CBC and TAMIU, will offer SAT/ACT and TSI preparation workshops on average of 5 hours per week, after-school and on Saturdays for its students;
- Summer SAT/ACT and TSI assessment preparation classes, if needed;
- Activities to create a college-going culture;
- Internships held at the La Paloma Nursing Home and Retama Nursing Home;
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, the partnering college and university, as well as, the partnering industries. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$245,008		\$245,008	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$51,256	\$10,000	\$61,256	\$
Schedule #9	Supplies and Materials (6300)	6300	\$32,492		\$32,492	\$
Schedule #10	Other Operating Costs (6400)	6400	\$2,500		\$2,500	\$
Schedule #11	Capital Outlay (6600)	6600	\$50,000		\$50,000	\$
Total direct costs:			\$381,256	\$10,000	\$391,256	\$
2.186% indirect costs (see note):			N/A	\$8,744	\$8,744	\$
Grand total of budgeted costs (add all entries in each column):			\$381,256	\$18,744	\$400,000	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$400,000	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$40,000	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher – 2 Teachers x \$41,710/annual salary x 16 months	2		\$111,227	
2	Educational aide – 1 Aide x \$16,750/annual salary x 16 months	1		\$22,333	
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21	Health Science Instructor (Counselor) – 1 Instructor x \$41,710/annual salary x 16 months	1		\$55,613	
22					
23					
24	Subtotal employee costs:			\$189,173	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay				
26	6119 Professional staff extra-duty pay Extra-duty Pay for ACT/SAT and TSI Prep - \$25/hour x 5 hours/week x 40 weeks (to include summer) = \$5,000 Extra-duty Pay for Curriculum Development – \$25/hour x 10 staff members x 4 hours/week x 10 weeks = \$10,000			\$15,000	
27	6121 Support staff extra-duty pay				
28	6140 Employee benefits			\$40,835	
29	61XX Tuition remission (IHEs only)				
30	Subtotal substitute, extra-duty, benefits costs			\$55,835	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$245,008	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **066-903**

Amendment # (for amendments only)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	PEERS - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$10,000	
2	CTC Leadership and Team Building Trainers - Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, and daycare staff.	\$16,256	
3	CTC Parental Involvement Training - Will hold a variety of parental involvement trainings designed to encourage high school completion and success.	\$15,000	
4	Coastal Bend and TAMU - Will provide teachers and staff members with professional development related to the new courses, as well as, training on how to prepare students for the SAT/ACT and TSI Assessment.	\$10,000	
5	ESC 2 - Will provide a variety of trainings related to the goals and objectives of the ECHS grant.	\$5,000	
6	Dana Center - Will provide professional development training related to aligning curriculum, instruction, and assessment, as well as, training on collaborating with colleagues, including classroom teachers, to improve the instructional program.	\$5,000	
7			
8			
9			
10			
b. Subtotal of professional and contracted services:		\$61,256	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$61,256	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 218 students, 2 teachers, and 4 grant members.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (**Assurance 1**). Currently, the district does not offer the *Biotechnology and Life Sciences Industry Cluster* Industry Cluster; therefore, the proposed activities do not supplant current activities.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval: Includes Classroom Supplies and Materials (\$8,992), Office Supplies and Materials (\$1,500), TSI Testing Materials (\$10,000), Industry Related Software (\$10,000), and 4 Computers (\$2,000)	\$32,492	
Grand total:		\$32,492	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.		
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:		\$0	
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,500	
Grand total:		\$2,500	

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX—Computing Devices, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	Industry Related Equipment – Will be utilized to purchase necessary equipment for students to practice their skills related the CNA and RN industry.	1	\$50,000	\$50,000	
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$50,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:**776**

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	94.2%
Hispanic	712	91.8%	Annual dropout rate (Gr 9-12)	4.2%
White	58	7.5%	Students taking the ACT and/or SAT	58.8%
Asian	3	0.4%	Average SAT score (number value, not a percentage)	1383
Economically disadvantaged	444	57.2%	Average ACT score (number value, not a percentage)	16.9
Limited English proficient (LEP)	36	4.6%	Students classified as "at risk" per Texas Education Code §29.081(d)	444
Disciplinary placements	14	1.6%	State assessment data (STAAR All Grades, All Subjects)	63%

Comments

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), Texas Success Initiative (TSI) reports, and the 2014 U.S. Census Report. Based on the information gathered, it was determined that the campus is in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase the number of high school graduates with training in a high demand occupation. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	41	66%	Bachelor's degree	44	70.9%
White	19	30.8%	Master's degree	15	24.3%
Asian	2	3.2%	Doctorate	3	4.9%
1-5 years exp.	15.0	24.3%	Avg. salary, 1-5 years exp.	\$39,442	N/A
6-10 years exp.	9.0	14.6%	Avg. salary, 6-10 years exp.	\$41,335	N/A
11-20 years exp.	18.0	29.1%	Avg. salary, 11-20 years exp.	\$49,731	N/A
Over 20 years exp.	13.7	22.3%	Avg. salary, over 20 years exp.	\$51,214	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	49	67	49	53	218
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	0	0	0	0	0	49	67	49	53	218

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											1		1		2
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											1		1		2

As seen in the table above, the school plan provided will not serve more than 100 students per grade level in grades 9-12. (5 points)

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, only 63% of the district's students Met Standards on 2014-2015 STAAR, compared to 77% for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of the high school. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

DISTRICT DEMOGRAPHICS AND STAAR SCORES						
	At-Risk	Math	Writing	Reading	SAT AVERAGE	ACT AVERAGE
District	57.2%	71%	55%	64%	1383	17.8
State	51.2%	81%	72%	77%	1417	20.6
TEACHER EXPERIENCE						
	Teachers with 6-10 Years of Experience		Average Salary of Teachers with 6-10 Years of Experience		Turnover Rate	
District	14.6%		\$41,335		38.7%	
State	22.6%		\$49,127		16.6%	
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)						

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT		
Need (Population 25 and Over)	City	State
No High School Diploma	32.7%	18.5%
Population Doesn't Speak English at Home	51.4%	34.9%
Households (w/child under 18) Falling Below Poverty	25.9%	20.3%
Source: 2014 American Community Survey		

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering Industries; and, **Facilities** – The campus lacks the facilities to provide students training in a high-demand occupation; therefore, partnering with industries is necessary.

Desired or required accomplishment: After conducting the local and community needs assessments, the district realized that they must enter into a partnership with high demand industries. The district will ensure it sustains these partnerships in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>The district has an average ACT score of 17.8, which is 2.8 points less than the average score for the State, 20.6. The district also found that their SAT score was 1383, which is 34 points less than the average score for the State, 1417. (Source: 2014-15 Texas Academic Performance Report-TAPR)</p> <p>Needs have been identified and strategies have been described. (10 points)</p>	<p>In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools.</p> <p>Staff will also be provided professional development training through Coastal Bend College and Texas A&M International University (TAMU) in order to offer ACT/SAT and TSI student preparatory workshops after-school and on Saturdays.</p>
2.	<p>The district currently lacks the education and industry experience to qualify its students to work in the real world.</p> <p>In fact, 32.7% of the population surrounding the district has less than a high school degree, while the average for the state is 17.9%. (Source: 2014 American Fact Finder)</p>	<p>The district will help qualify their students by partnering with La Paloma Nursing Home and Retama Nursing Home to provide them real world experiences in the Certified Nursing Assistant and Registered Nurse industry, as well as, an education in the <i>Biotechnology and Life Sciences</i> Industry Cluster.</p> <p>This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.</p>
3.	<p>The district has 57.2% of its student population that are at-risk, compared to 51.2% for the state.</p> <p>Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)</p>	<p>In order to ensure the district addresses the TSI preparatory and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.</p>
4.	<p>The district has a low amount of teachers with a Bachelor's Degree. In fact, only 70.9% of the district's teachers have a Bachelor's degree, in comparison to 75.1% for the State.</p> <p>Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)</p>	<p>The district will address this by working with a partnering college and Industry to ensure there is year around staff training and professional development.</p> <p>The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and Industry have input in the PD and teacher trainings that should take place.</p>
5.	<p>The district has a remarkably high teacher turnover rate, 38.7% in comparison to 16.6% for the state. (Source: Texas Academic Progress Report-TAPR)</p> <p>Due to this high turnover rate, the district is in need for additional professional development trainings to ensure high qualified personnel and staff are in place for the Early College High School Innovative Academy Grant.</p>	<p>The district will work with a partnering college and industry to ensure there is year around staff training and professional development.</p> <p>The district will also ensure that their staff is compensated through stipends when students perform well on TSI tests and academic activities.</p>

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Schedule #14—Management PlanCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Desired Qualifications (5 points)
1.	Program Director (Assurance 16)	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Curriculum & Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.
3.	Region ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5 years of experience in High School education.
4.	Career Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in examining records, conducting interviews, and working with the Leadership Team and Industry Liaison to administer aptitude and achievement tests that assist students in choosing careers.
5.	Industry Liaison	Must be degreed, skilled, and trained in their respective industry. Experience: At least 3 years of job experience in their respective industry, as well as, ability to development and implement hands-on industry experiences.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of college credit hours earned by students.	1. Career Counselor will bi-annually track credit hours through student transcripts.	03/01/2017	05/30/2018
		2. Promote school courses utilizing social media outlets.	04/01/2017	05/30/2018
		3. Leadership Team will meet regularly to see what additions could be made to improve the ECHS program.	03/01/2017	05/01/2018
2.	Increase the number of TSI-ready students.	1. Quantitative reports will be reviewed to ensure the increase in TSI-ready students.	05/01/2017	05/01/2018
		2. An improvement in TSI scores.	02/01/2017	05/30/2018
		3. District and Industry will host a minimum of two annual parent/student meetings.	04/01/2017	04/01/2018
3.	Collaboration opportunities for the ECHS and higher education faculty.	1. Meetings will be held 4 times a year to share updates, educational strategies, and progress.	04/01/2017	05/30/2018
		2. Provided targeted trainings for struggling teachers.	04/01/2017	05/1/2017
		3. Ensure staff attends professional development trainings on newly purchased curriculum, industry-related software, and technology.	03/01/2017	11/01/2017
4.	Establish a distinct college-going culture	1. Activities each semester will promote supportive instruction for all students.	02/01/2017	05/30/2017
		2. 2 ECHS faculty workshops to discuss issues and ensure all faculty continue to support the college-going culture.	04/01/2017	05/30/2017
5.	Increase student industry experience before graduating High School.	1. Quantitative reports will be reviewed to ensure an increase in students' Industry-related experiences.	03/01/2017	05/30/2017
		2. Monitor for compliance and effective practices.	02/01/2017	05/30/2017
		3. Identify weaknesses of the grant and provide solutions.	04/01/2017	05/30/2017

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the Industry and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated Industry liaisons. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaison to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district does **not** currently offer 60 semester credit hours toward a Baccalaureate Degree in the *Biotechnology and Life Sciences* Industry Cluster; nor does it have a Health Science Instructor (Career Counselor) to help students in the *Biotechnology and Life Sciences* Industry. The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Student Surveys (EVAL-2 points)	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on Industry liaison interaction with students.
2.	Quantitative Data: Evaluation of Students' Learning	1.	Increase in the number of TSI-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
3.	Professional Development Feedback	1.	ECHS teachers and higher education staff actively participate in collaboratives.
		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
4.	Classroom/Industry Observations	1.	Student engagement increased in the classroom and designated industry.
		2.	Increase in the number of industry experiences provided to the students.
		3.	Well-defined learning activities are provided and completed.
5.	Review Use of Industry/Teacher Course Materials	1.	Industry/Teachers provide effective approaches in higher-order thinking.
		2.	Industry/Teachers integrate an understanding of facts, concepts, and Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (**Assurance 11**); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaison will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, Industry Liaison, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with Coastal Bend College (CBC) and Texas A&M International University (TAMIU), as well as, any other necessary IHE'S in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. **(2 points)** This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the district's articulated agreement with CBC and TAMIU **(5 points)**, the participating students will either earn an Associate's Degree in a high demand occupation, or at least 60 semester credit hours towards a Baccalaureate Degree by the time they graduate high school **(Assurance 12)**.

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8th and 9th graders and students will be invited to an orientation that discusses the program;
- 8th and 9th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting; and
- The partnering college will administer a Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness enabling students to begin college courses as soon as possible **(Assurance 13)**.

During the design of the Early College High School Innovative Academy Grant, the district was able to acquire Letters of Support from the potential partner including Coastal Bend College (CBC), Texas A&M International University (TAMIU), La Paloma Nursing Home, and Retama Nursing Home. **(5 points per partnership)**

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district's partnership with Coastal Bend College (CBC), Texas A&M International University (TAMIU), La Paloma Nursing Home, and Retama Nursing Home will not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the industry partner's site. This in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a partnership with its local Texas Workforce Center in Hebbronville, Texas.

The Texas Workforce Center will serve as a link between the district and the public workforce system. The Texas Workforce Center has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on specific high-demand occupations in their region.

This partnership with the Texas Workforce Center will give the district an opportunity to identify the following occupations as high demand: Certified Nursing Assistant and Registered Nurse. Due to the additional information Texas Workforce Center provided, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs that lead into these occupations. **(20 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof of the agreement, the district has attached a signed agreement of the selected industry they plan to partner with **(2 points)**. This industry provides jobs under the *Biotechnology and Life Sciences Industry Cluster* which is in line with the TEA program Guidelines.

These Industry Liaisons will serve as active members on the ECHS Leadership Team which consist of the Industry Liaisons, the district's Superintendent, campus principal, Coastal Bend College (CBC), and Texas A&M International University (TAMIU).

The selected industries will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations **(Assurance 5)**. These activities will be providing in-kind match of \$80,000 which equals to 20% of the grant award **(10 points)**. **(5 points)**

To ensure the Industry Liaisons interact directly and frequently with ECHS staff, the district will invite the Liaisons from La Paloma Nursing Home and Retama Nursing Home to Fall, Spring, and Summer trainings, giving the Liaison the opportunity to participate in the development of curriculum **(Assurance 3/4)**. This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district wants both students coming from privilege, and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (**Assurance 15**), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The district will do this by partnering with La Paloma Nursing Home and Retama Nursing Home. These industries have expressed a commitment to provide additional learning opportunities to the district's students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeship programs, and mentoring (**20 points**). (**2 points**)

This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (**Assurance 6**). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

Education:

- Must have a minimum of a Bachelor's Degree in Education or a related field.

Experience:

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district will employ a highly-qualified Career Counselor, which will serve the students to his/her best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- Advise students about what courses and educational programs they need for particular careers; and
- Help students select the right schools or programs for their needs
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a signed articulation agreement with Coastal Bend College (CBC) and Texas A&M International University (TAMIU) that addresses the statutory requirements set by TEA and the State. **(2 points)**. Coastal Bend College (CBC) and Texas A&M International University (TAMIU) will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups.

CBC and TAMIU will also issue a college Student Identification Card. This ID will enable students to log into the corresponding student portal. CBC and TAMIU will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

This college and university fits perfect with TEA guidelines because the secondary and post-secondary education they offer falls under the *Biotechnology and Life Sciences Industry Cluster*. CBC will offer the Certified Nursing Assistant course of study while TAMIU will offer the Registered Nurse course of study **(2 points)** This is ideal for the district because both programs give students additional education about high-demand occupations identified by the ECHS Innovative Academy Guidelines.

In conclusion, CBC and TAMIU will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, Blackboards which allow students to stay in constant communication with their teachers and the college.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goals are to provide students the opportunity to complete a Bachelor's Degree within two-three years of graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only **identifies the required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic: The district will provide a personalized learning environment by creating a seamless curriculum between the high school, Coastal Bend College (CBC), and Texas A&M International University (TAMIU). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The Health Science Instructor (**Career Counselor**) will meet with the students **throughout the year** to discuss what courses the student has currently taken, as well as, **identify the coursework** that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative Assessment (TSIA); Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by the district and both CBC and TAMIU to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, which will enable students to log into the CBC and TAMIU's student portal. The CBC and TAMIU will provide the district's students the following items through their corresponding student portal: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

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The Freer Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (**Assurance 7/8**).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Freer Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- **Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability;
- **ECHS Principal:** Will oversee all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with CBC and TAMIU, as well as, La Paloma Nursing Home and Retama Nursing Home overseeing staff and building maintenance, among other duties;
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college;
- **College/University Partner:** Will oversee that the department heads at their respective college have seats available for the ECHS students, programs are made available to ECHS, and that updates are provided to ECHS staff; and
- **Industry Partner:** Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Name Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic preparation classes, academic interventions, and waiver fees associated with assessments. **(10 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer ISD will develop a school plan that targets and enrolls: at risk, economically disadvantaged, English language learners (ELL), and first-generation college goers. Freer will work in unison with CBC and TAMU to affirm equitable access to at-risk, as well as, subpopulations of at-risk students. The subpopulations of these students include: potential first-generation college students of low socio-economic status, African American, Hispanic of limited English proficiency, or others that are historically underrepresented in college courses.

Freer ISD will perform outreach and awareness activities to identify and recruit not only these specific students for enrollment, but students who just wish to accelerate their completion of high school. All students will be made aware of dual enrollment opportunities beginning in middle school grades and each year thereafter. Information will be provided through counselor presentations and conferences, school websites, dual enrollment publications, school curriculum guides and the annual registration process. The student recruitment and admission process to the ECHS will be as follows:

- FISD feeder middle school.
- Reside in Freer ISD boundary zone.
- All 8th grade students will be addressed.
- All parents of 8th graders and students will be given an orientation of the program early in the spring semester.
- Students and parents will be given an overview of the ECHS model.
- 8th grade students and parents will be encouraged to ask questions to the ECHS staff.
- 8th grade students will be given an application and be encouraged to apply to the ECHS.
- 8th grade counselor will have the ECHS applications available for any student/parent not present at the meeting.
- 8th grade students will submit their application to their 8th grade counselor and later picked up by the ECHS Counselor.

In conclusion, Freer ISD will develop a school plan that targets the intended population of the grant. Due to Freer ISD not being a very large district, the district will be able to target all the students without going over the 100 students per grade level in grades 9th – 12th.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **066-903**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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FREER INDEPENDENT SCHOOL DISTRICT

905 S. Norton, P.O. Box 240 - Freer, Texas 78357 - 361-394-6025 ext. 212

Conrad Cantu
Freer High School Principal

October 24, 2016

To Whom It May Concern:

As the Freer High School Principal, I, Conrad Cantu, am pleased to offer my full support in the establishment of an Innovative Academy Early College High School (ECHS). I strongly believe and support the mission of an Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Freer High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to the College partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Freer High School has the capacity to support the Innovative Academy ECHS Program to be successful. Furthermore, the board members and the administrative staff of Freer ISD offer their full support to the establishment of the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (361) 394-6025 EXT 212.

Sincerely,

Conrad Cantu
FISD High School Principal

October 26, 2016

To Whom It May Concern:

I am writing this letter to offer the support of La Paloma Nursing Center to Freer High School's Innovative Academy Early College High School (ECHS) Grant Program. I am aware that Freer High School has a conscientious team of professionals that are partnering with an Institution of Higher Education in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Freer High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, La Paloma Nursing Center is committed to the following services with a value of \$80,000 as an in-kind match:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Freer High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have any questions concerning this letter of support, please do not hesitate to contact me at (361) 279-8291.

Thank you,



Christopher D. Cholico
Administrator



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

**Office of the Provost and
Vice President for Academic Affairs**

October 25, 2016

To Whom It May Concern:

Texas A&M International University (TAMIU) is pleased to support enthusiastically the efforts by Freer ISD (FISD) to expand its Early College High School (ECHS) Program.

TAMIU offers the courses necessary to support the ECHS's mission to provide a course of study that enables participating students to complete their high school graduation requirements while also earning at least 60 semester credit hours towards a Baccalaureate Degree.

A TAMIU-ECHS Liaison will be designated on campus to remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed.

TAMIU currently partners with various ECHS campuses and is confident in its capacity to support the Freer ECHS program. The administration and faculty at TAMIU are very excited at the prospect of seeing an expansion of this ECHS initiative on campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (956) 326-2240.

Sincerely,

A handwritten signature in black ink that reads "Thomas R. Mitchell". The signature is written in a cursive style with a large, stylized "M".

Thomas R. Mitchell, Ph.D.
Regents Professor and Interim Provost and Vice President for Academic Affairs

Memorandum of Understanding
For An Early College High School
Between the Freer Independent School District
And
Texas A&M International University
2016-17

**Memorandum of Understanding
For An Early College High School
Between the Freer Independent School District
And
Texas A&M International University**

This Memorandum of Understanding is hereby entered into by and between Texas A&M International University, a member of The Texas A&M University System, an agency of the State of Texas (hereinafter called "University"), acting by and through its President and the Freer Independent School District, a Texas political subdivision (hereinafter called "District"), acting by and through its Superintendent.

PREAMBLE

WHEREAS the parties to this Memorandum of Understanding desire to establish an Early College High School ("ECHS"), serving grades 9-12, and provide Concurrent Enrollment for Academic Dual Credit University courses for high school students for whom a smooth transition into postsecondary education is now problematic, including students who are first-generation college goers, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, underrepresented minorities, and English language learners; and

WHEREAS Early College High Schools are small schools with enrollments of 400 or fewer students who earn both a high school diploma and two years of college credit toward a Bachelor's degree;

WHEREAS Early College High Schools prepare high school students through the implementation of high school readiness standards for successful career and educational futures through a full integration of high school, college, and the world of work, improve academic performance and self-concept, and increase high school and college/university completion rates; and

WHEREAS both the District and University are willing and able to participate in the facilitation of this program to the benefit of the students the program seeks to assist;

NOW, THEREFORE, in consideration of the covenants, conditions and provisions set forth herein, the parties agree as follows:

STATEMENT OF GENERAL DUTIES AND OBLIGATION

1. GOVERNANCE

- a. The Early College High School established under this agreement will be governed by state and federal laws and regulations, and District policies and requirements.
- b. An advisory committee composed of representatives from the University and District will meet monthly to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration.

- c. The school principal (chief administrative officer of the Early College High School) will be an employee of the District. The District will be responsible for payment of benefits, if any, to the principal, and the principal shall not be entitled to receive employee benefits from the University, including but not limited to unemployment compensation, workers' compensation, health insurance and retirement benefits. The District assumes full responsibility for all benefits including, but not limited to, workers' compensation, unemployment insurance, social security, Medicare and income taxes with respect to the principal.

Should the school principal position become vacant and the need to appoint a new principal arise, following all Freer ISD Human Resources Policies and Procedures, the University will be represented on the principal search committee, take part in the deliberations, and (along with the committee) make a recommendation to the superintendent.

- d. All ECHS instructors must meet state certification requirements in their subject area to teach in the state of Texas. ECHS faculty will be hired and evaluated by the school district. All University instructors must meet the University's academic requirements for the Academic Dual Credit Courses. University faculty will be hired and evaluated by the University.
- e. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

2. PROVISIONS OF COURSES

The University will give credit for courses taken as dual credit courses with primary emphasis on the core curriculum requirements for all degrees which include a total of 42-60 semester credit hours (SCHs). Additionally, possibly during their senior year and after completion of their 42 SCH core curriculum, students may take courses in their chosen field of study.

3. COURSE COMPLIANCE

The University is responsible for involving full-time faculty teaching in the discipline to oversee college course selection and sequence as appropriate for ECHS students. Academic department chairs and their faculty will be involved in the assignment of faculty to teach the university courses.

4. ADMINISTRATION OF STATEWIDE INSTRUMENTS AND COLLEGE ASSESSMENTS

The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39. In addition, the ECHS must administer a Texas Success Initiative (TSI) college placement exam, such as the Texas Higher Education Assessment (THEA) and Accuplacer, to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing. The University will assist the ECHS in the administration of the TSI college placement exam.

5. CURRICULUM ALIGNMENT

The ECHS will organize a curriculum committee with representatives from the District, ECHS faculty, and University faculty representing core content areas to maintain curriculum alignment and help implement college readiness standards into the high school curriculum. If applicable, stipends for University faculty will not be paid by the Freer ISD. The ECHS is responsible for ensuring that state course requirements for high school graduation are fulfilled.

6. PROFESSIONAL DEVELOPMENT FOR ECHS FACULTY

The ECHS and University shall provide opportunities for ECHS and higher-education faculty to collaborate through planning, teaching, and professional development. The ECHS will provide common planning time for ECHS instructional faculty and other appropriate staff, including school leaders and, when possible, higher-education faculty. Teacher mentoring and professional development will be made available where necessary. When possible, the University shall participate in and create professional development opportunities for ECHS faculty, including adjunct and dual enrollment faculty trainings each semester.

7. FACILITIES

Courses will be conducted at facilities provided by the school district on the ECHS site and/or on the University campus. Some courses may be delivered through use of distance-learning technology. High school students and high school instructors will have access to all ECHS instructional facilities on the University campus and to certain agreed upon non-instructional resources available at the University. Students and instructors will receive a campus identification card. The District will evaluate the facilities on an on-going basis and determine the necessity of providing additional facilities in the future.

8. TUITION AND FEES

The District will assume responsibility for the timely payment of all tuition and fees for students enrolled in required ECHS courses. The University will provide an account of student's tuition and fees and will invoice the District for that amount. Tuition and fees are reviewed annually and will be adjusted, if there is any campus-wide increase to the applicable tuition rates or fees, or if the legislature increases the state rate of tuition or decreases the formula funding for dual credit courses. Additionally, new fees may be added if the University and District agree to add new fees (from those currently charged to University students) in exchange for the delivery of additional services or access to additional facilities. Any such adjustments will be communicated to the District during the spring semester to align with the District's budget process. At present, the University waives the student services, health, student center, and athletics fees and discounts board authorized tuition and the university services fee.

9. BOOKS AND SUPPLEMENTAL MATERIALS

The District will provide ECHS students with University-approved textbooks, for courses taught by University faculty. The District will be responsible for purchasing textbooks and supplemental materials required for classes from the most cost effective entity as determined by the course syllabi and provided to students enrolled in the ECHS program. Textbooks purchased by the District for University courses taught as part of the ECHS program should be used for at least 3 years from the date of purchase or until a new edition is available.

10. TECHNOLOGY AND TECHNOLOGY SUPPORT

The University's Office of Information Technology will provide support to the ECHS and work in collaboration with the district's Technology Department.

11. STUDENT RECRUITMENT AND SELECTION

To secure the broadest applicant pool possible, the ECHS will recruit qualified eighth grade students at all participating districts' middle schools. This process will include:

- Creation of an ECHS website that provides recruitment and admission information;
- Distribution of recruitment/admission packets to middle school students in the school district;
- Meetings with middle school counselors to introduce and explain the concept of the ECHS;
- Student/parent meetings at all middle school campuses explaining the opportunities and commitment required of ECHS;
- Presentation of recruitment and admission information in a bilingual mode; and
- Parent and student interviews

12. STUDENT ENROLLMENT AND ATTENDANCE POLICIES

All ECHS students will take the required college placement exams and meet the minimum score requirements as determined by the University in order to enroll in University courses. Upon mutual agreement, the University will assist with enrollment at the ECHS at least once per semester for all students who are qualified and wish to enroll in academic dual credit courses. The ECHS principal's office and counseling center, working with the University's registrar's office, will maintain a schedule of courses that will be offered to every cohort class for planning and advising purposes. Students will be advised as to the transferability of all university credit offered and earned.

It is assumed that a vital part of every student's education is regular attendance of class meetings. Every faculty member keeps a current attendance record on all students. Additional information is available in the current University Student Handbook.

A student who abandons courses without officially withdrawing will receive a grade of "F" in each course, regardless of when that student ceases to attend classes.

13. GRADING PERIODS AND POLICIES

The University will keep the ECHS abreast of students in jeopardy of failing a class and provide numerical grades for the purpose of calculating district GPAs. The University will report the status of ECHS students' progress in University classes during the fourth week of each University semester, and will also report Mid-semester grades four weeks later. Semester grades and grading policies are outlined in each instructor's course syllabus. ECHS personnel are responsible for advising ECHS students concerning academic progress in the course's high school component.

Grades are due in the Office of the Registrar by the published date and time. Grade reports will reflect term and cumulative GPAs. Transcript corrections due to major change or repeated courses are updated prior to the next grade reporting period. The University Registrar will provide appropriate security and confidentiality measures for reporting and posting of grades and transcript maintenance. The ECHS shall follow District policy as to the weighing system for the University grade for the ECHS student's final high school grade point average (GPA).

ECHS students must meet academic standards for coursework completed at the University. Students will be placed on Academic Probation at the end of any long semester (Fall or Spring) when their institutional cumulative grade point average at the University falls below 2.0. Such students are encouraged to participate in academic support programs and to seek academic advising. Students on

Academic Probation may enroll for one additional semester in an attempt to achieve the required institutional cumulative grade point average of 2.0 or better. All grade points earned by a student will be included in computing the current semester grade point average. In case of a repeated course, the last grade recorded will be used in the computation. Students on Academic Probation who fail to achieve the minimum institutional cumulative grade point average during the next long semester will be placed on Academic Suspension. Students on Academic Suspension must sit out one long semester, and may re-enroll after such absence under Academic Probation. Prior to enrolling, the returning student must meet with an academic advisor to develop an academic improvement plan. The student may appeal the Academic Suspension to the Dean or the Dean's designate of the College/School in which he/she is pursuing a degree by submitting a petition for academic reinstatement and a student self assessment. If the petition is approved, the student will be permitted to enroll on Academic Probation. Prior to enrolling, the student must meet with the Dean to develop an academic improvement plan.

Removal of Academic Suspension Status by Wintermester, Maymester or Summer Study
Students placed on Academic Suspension at the end of fall or spring semesters may attend the subsequent Wintermester, Maymester or summer sessions at the University. If the student achieves an institutional cumulative grade point average of 2.0 or better at the conclusion of the Wintermester, Maymester or summer terms, the Academic Suspension status will be removed.

The University uses the following grading system:

Grade	Interpretation	Grade Points Per Sem. Hour
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Minimum Passing	1.0
F	Failing	0.0
I	Incomplete	Not Computed
W	Withdrew	Not Computed

14. FUNDING AND AVERAGE DAILY ATTENDANCE (ADA)

The ECHS shall generate ADA funds from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized in the education code. District elective courses and activities involving fine and performing arts, UIL academic participation, intramural activities, clubs etc. may be funded through ADA or high school allotment as appropriate.

15. INSTRUCTIONAL CALENDAR

For University courses taken for credit, the University instructional calendar will be used. The ECHS will follow the District's calendar for all other courses and for satisfying mandated school district instructional day attendance requirements and ADA.

16. TRANSPORTATION

The district will provide transportation to the University. Pick up and drop off areas will be determined by the District.

17. CONDUCT

Early College High School students are required to adhere to University regulations regarding facilities and equipment usage, and University and District codes of conduct and policies, subject to appropriate action taken by the District and University.

18. PERFORMANCE EVALUATION

The University and the District will evaluate the effectiveness of the collaboration each academic year. The results will be reported to the Advisory Committee.

19. SUSTAINABILITY

The University and District have planned and budgeted for sustainability beyond the expenditure of start-up funds. The District will provide local funds for instructional, administrative, professional development and maintenance of facility costs. The University will provide administrative, instructional, and support services.

20. PROVISIONS FOR DISCONTINUING THE ECHS OPERATIONS

Should the University or District decide to discontinue the Early College High School, provisions will be made to allow the 11th and 12th grade cohort to continue operation through that cohort's scheduled graduation from the ECHS. Both the University and the District will continue to meet all of the required design elements and provide full support for all students enrolled under the ECHS Model.

21. SAFETY

If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the University, the response to such incidents will be based upon operating University regulations, guidelines, and procedures as well as other agreements between the District and the University that have been executed for specific issues.

22. INDEMNIFICATION

To the extent authorized by law, in consideration of the performance by both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants, and employees of the other party from and against any and all claims and liabilities from any acts or omissions of the other party, its agents, servants, or employees in the performance of this agreement, except that neither party shall indemnify the other for claims or liabilities arising solely from the negligence, act, or omission of the other party.

23. AMENDMENT

The Parties to this MOU understand that it may be necessary to amend and modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification, or alteration of the terms of this agreement shall be binding unless the same be in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.

24. TERM, RENEWAL, AND TERMINATION OF AGREEMENT

The MOU will be in effect through August 31, 2017. The MOU will be reviewed on an annual basis and the parties may mutually agree to renew the MOU for successive one (1) year terms. The University

and District reserve and have the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of the termination. In this event, the date of termination will be the day after the end of the semester during which the 90 day period expires.

25. INSURANCE

The University and District, each at their own expense, shall provide and maintain, during the term of this agreement, either insurance, with or without retention, or a self-insurance program which shall provide general liability coverage for professional liability, property damage, and bodily injury.

26. CONFIDENTIALITY OF STUDENT RECORDS

The Parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. The parent(s) of any authorized student shall have access to his or her child's records. In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. section 1232g) and School District Board Policy series FL, all records relating to students which are generated or maintained by either party shall be considered education records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal, and local laws and regulations, including FERPA and School District Policy series FL. The Parties shall not release education records to any third party without prior written consent by the student's parent or other person in lawful control of the student or by a student who is 18 years of age or older, except as otherwise permitted by law.

27. SEVERABILITY

If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid, or unenforceable there be added as part of this agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

28. NON-DISCRIMINATION

Any discrimination by either party or their agents or employees on account of race, color, sex, age, religion, disability, or national origin in relation to the performance of any obligations or duties under this Agreement is prohibited.

29. NOTICES

Any notice required or permitted under this Agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonable means and will be effective when actually received. The District and the University can change their respective notice address by sending to the other party a notice of the new address. Notices should be addressed as follows:

To the Freer Independent School District

Freer Independent School District
Attn: Superintendent
905 South Norton Street
Freer, Texas 78357

To Texas A&M International University

Texas A&M International University
Attn: President
5201 University Blvd.
Laredo, Texas 78041-1900

30. TEXAS LAW TO APPLY

This agreement shall be constructed under and in accordance with the laws of the State of Texas and all obligations of the parties created hereunder are performable in Webb County, Texas.

31. FORCE MAJEURE

Neither party to this agreement shall be required to perform any term, condition, or covenant in this agreement so long as performance is delayed or prevented by force majeure which shall mean acts of God, strikes, lockouts, material or labor restrictions by a governmental authority, civil riots, floods, and any other cause not reasonably within the control of either party to this agreement and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome. If by reason or force majeure, either party is prevented from full performance of its obligations under this agreement, notice shall be provided to the other party in the manner deemed most practicable by the party prevented from fully performing.

32. CAPTIONS


The captions contained in this agreement are for convenience of reference only and in no way limit or enlarge the terms and conditions of this agreement.

33. AUTHORITY


The signers of this agreement hereby represent and warrant that they have authority to execute this agreement on behalf of each of their respective entities.

IN WITNESS THEREOF, the parties have duly approved this Memorandum of Understanding, executed in duplicate originals on this 9th day of April, 2014.

TEXAS A&M INTERNATIONAL UNIVERSITY – LAREDO

By: 
University President

FREER INDEPENDENT SCHOOL DISTRICT

By: 
Superintendent

By: 
President of the Board of Trustees



Phone: (361) 354-2200

Fax: (361) 354-2333

presoffice@coastalbend.edu

www.coastalbend.edu

Beatriz T. Espinoza, Ph.D.

President

October 26, 2016

To Whom It May Concern:

The Coastal Bend College (CBC) is pleased to present its complete support in the endeavor of Freer ISD (FISD) to expand their Early College High School (ECHS) Program.

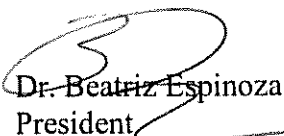
CBC offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements in either an Associate Degree or at least 60 semester credit hours towards a Baccalaureate Degree.

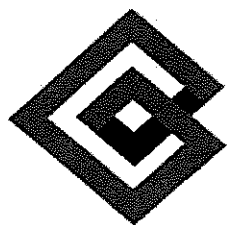
An ECHS Liaison will be designated at the CBC campus that will remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed.

CBC currently partners with numerous ECHS campuses and is confident in its capacity to support Freer ECHS. Staff at CBC are very excited to work with ECHS campuses to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (361)-354-2207.

Thank you,


Dr. Beatriz Espinoza
President



Coastal Bend COLLEGE

COPY

April 27, 2016

Dear ISD Superintendent,

This end of the school year is quickly approaching and we are preparing for the upcoming academic year. We appreciate your partnership with Coastal Bend College to offer dual credit opportunities to your students.

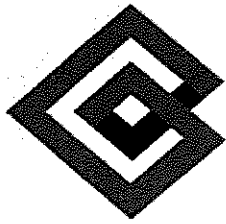
Enclosed is the 2016-2017 Dual Enrollment Memorandum of Understanding (MOU) document. We hope that you receive this document before the end of your school year so you have ample time for school board review if necessary and to return the signed document back to us in a timely fashion. Once all parties have signed the document, we will send you a copy electronically for your records.

Below is a list of important items that are included in the MOU

- ☐ This MOU is in effect for one college academic year which is from August 15, 2016 to August 14, 2017.
- ☐ Please mark on page 2, which are the approved locations for course delivery. Mark all that apply.
- ☐ On Pg. 3, you will notice that if the high school cannot provide a TSIA test proctor that the student or HS will have to pay the standard rate for the TSI Assessment of \$29. Any HS personnel at the high school campus that you or the principal designates can become a proctor by contacting the CBC Testing department with a few easy steps.
- ☐ On Pg. 5, please review and select the tuition options carefully because it this option will affect Dual Enrollment faculty that teach on the high school campus. Also, please ensure that the high school principal and Dual Enrollment faculty are informed of the decision so there is less confusion this year.

coastalbend.edu





Coastal Bend COLLEGE

- Pgs. 7-9 cover the roles and responsibilities of the School and College. Please make sure that your high school staff is aware of these items. In this section, you will also notice that for all designated Dual Enrollment courses (this means a course only for DE students--any location) there must be a minimum of **15** students. If your students are enrolling in an existing CBC course then there is no minimum.
- Pgs. 10-15 we have included a dual credit crosswalk with the most popular dual credit courses that we offer; it includes core curriculum and our technical courses. Please share this with your HS Dual Credit representative/counselor as this may assist them in advising students.
- Please complete Appendix C and D, these forms that we would like you to complete and mail back to us with the signed MOU. These will assist our business office when invoicing the school districts that pay students tuition and fees and the bookstore when ordering textbooks for their store.

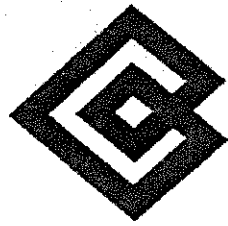
We value your partnership and look forward to serving you and your students in the upcoming school year. As always, if you have any questions or concerns please feel free to contact me at (361) 354-2714 or kdjones@coastalbend.edu.

Sincerely,

Kayla D. Jones
Dual Enrollment Director
Coastal Bend College

coastalbend.edu





Coastal Bend COLLEGE

April 27, 2016

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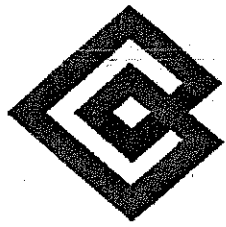
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coastalbend.edu



Beeville: 3800 Charco Road, Beeville, TX, 78102 • 361-358-2838



Coastal Bend COLLEGE

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We value your partnership and look forward to serving you and your students in the upcoming school year. As always, if you have any questions or concerns please feel free to contact me at (361) 354-2714 or kdjones@coastalbend.edu.

Sincerely,

Kayla D. Jones
Dual Enrollment Director
Coastal Bend College



2016-2017
MEMORANDUM OF UNDERSTANDING
COASTAL BEND COLLEGE
DUAL ENROLLMENT PROGRAM

3800 Charco Rd.
R.W. Dirks, V126
Beeville, TX 78102
(361) 354-2723
(361) 354-2709

INSTITUTION OF HIGHER EDUCATION:
COASTAL BEND COLLEGE

ISD AND HIGH SCHOOL NAME:
FREER ISD – FREER HIGH SCHOOL

The institutions named above seek to expand access to higher education and workforce training in their local communities through college credit, and/or non-college credit courses agreed upon by the institutions.

This Memorandum of Understanding (MOU) will be in effect for one academic year unless both parties agree to make an amendment to this agreement. Specific responsibilities of the Coastal Bend College (herein collectively referred to as "College") and the partnering high school (herein collectively referred to as "School") are defined within this agreement.

This MOU incorporates by reference all dual enrollment requirements defined in the Texas Administrative Code (TAC) and Coastal Bend College accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). Appendix A provides a detailed table defining the roles and responsibilities of the College and the School.

1. ELIGIBLE COURSES & COURSE CURRICULUM

- i. Courses must be identified as college-level academic courses in the current edition of the Community College General Academic Course Guide Manual (ACGM) or as college-level technical courses in the Texas Workforce Education Course Manual (WECM) leading towards a marketable skills achievement award, certificate and/or Associate Degree.
- ii. Instruction, instructional materials and grading must be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught at the College.
- iii. The course for which dual enrollment is awarded must provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for the equivalent high school course.

2. STUDENT ELIGIBILITY

Students meeting all CBC admission requirements by the deadlines published on the CBC Academic Calendar may be accepted into the Dual Enrollment program. In compliance with state-mandated laws, the assessment policy set forth by and the College, the high school requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment on the Dual Enrollment program:

- i. Compliance in at least one relevant area of the TSI Assessment as defined in the CBC Catalog.
- ii. Achievement of the required basic skills prerequisites as defined in the CBC Catalog.
- iii. Achievement of appropriate ISD eligibility criteria and satisfactory completion of high school course(s).
- iv. Students must be enrolled in grades 9-12 (this includes Summer before 9th grade year with confirmation of passing to the 9th grade).

- v. A student enrolling in more than two dual enrollment courses in a semester must pass all courses during the semester with a grade of C or better to continue to enroll in more than two dual enrollment courses in following semesters.

These requirements may be modified if the College's or state rules/requirements are changed. The School will be notified in writing of any changes.

3. LOCATION OF CLASS/COURSE DELIVERY

Dual Enrollment courses can be held at the following locations: any CBC location, high school campuses with MOU, through distance learning (i.e. online via current LMS, video-conference, etc.). Please check which options you will allow for your dual enrollment courses (Check all that apply):

- ☐ Dual Enrollment students may only enroll in college courses taught at the high school campus.
- ☐ Dual Enrollment students may enroll in college courses online and/or through video-conference.
- ☐ Dual Enrollment students may enroll in college courses at any CBC location during or after school hours.
- ☐ Dual Enrollment students may enroll in college courses taught at another high school campus.

4. STUDENT COMPOSITION OF CLASS

Dual enrollment courses may be composed of dual enrollment students only or of dual enrollment and non-dual enrollment students.

Exceptions for mixed courses at high school locations with dual enrollment faculty that includes dual enrollment and high school credit-only students may be allowed only under one of the following conditions:

- i. If the course involved is required for completion under the State Board of Education graduation plan.
- ii. If the high school credit-only students are College Board Advanced Placement students.
- iii. If the course is a career and technical/college workforce education course and the high school credit-only students are earning articulated college credit.

5. FACULTY SELECTION, SUPERVISION, AND EVALUATION

The College shall select instructors of dual enrollment courses based on the required qualifications according to the College faculty credential requirements. High school teachers that are interested in becoming a CBC Dual Enrollment Faculty member must complete the CBC Professional Application and submit all official college transcripts to the CBC Human Resources Office. For more information on the hiring process, please contact the CBC Human Resources office at (361) 354-2224. The dual enrollment faculty will meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at Coastal Bend College.

Dual enrollment faculty, even if employed by and paid by the ISD must be supervised in instructional matters by an assigned area CBC Division Chair and/or Division Coordinator. All dual enrollment faculty must meet all administrative and evaluation requirements equal to adjunct faculty teaching college only courses. The College will designate personnel to supervise and evaluate the dual enrollment faculty using the same or comparable procedures used for all faculty at Coastal Bend College.

6. COURSE CURRICULUM, INSTRUCTION AND GRADING

All dual enrollment faculty are expected to follow the currently approved course curriculum and meet the course learning objectives outlined in the course syllabus. All course syllabi can be located at www.coastalbend.edu/cbcsyllabi/. The College will provide the dual enrollment faculty member a course textbook, professional development opportunities, and contact information of their CBC Division Chair and/or Area Coordinator. The College shall ensure that a dual enrollment course and the corresponding course offered at CBC are equivalent. It is the responsibility of the Dual Enrollment faculty member to communicate with their assigned CBC Division Chair and/or Area Coordinator on course curriculum and standards. It is the responsibility of the dual enrollment faculty member to contact their area CBC Division Chair and/or Area Coordinator for all matters concerning curriculum, instruction, textbooks and grading criteria.

The College shall ensure that a dual enrollment course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class (TAC §4.85).

7. ACADEMIC POLICIES AND STUDENT SERVICES

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc. Students in dual enrollment courses will be eligible to utilize the same or comparable support services that are offered to all CBC students. The College is responsible for ensuring timely and efficient access to student services (e.g. academic advising and counseling), to learning materials (e.g. electronic media checkout), and to other benefits for which student may be eligible. For more information, please feel free to review the CBC Student Rights and Responsibilities.

- i. Student Services for Students with Disabilities: In order for students with disabilities to receive accommodations from CBC, students must provide the Special Needs Coordinator with current (within three years of enrollment at CBC) documentation of the disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan (IEP) used for public school students may not substitute for the documentation specified above. High School personnel will timely refer students who require accommodations to the CBC Special Needs Advisor. For more information, please visit www.coastalbend.edu/specialneeds.
- ii. TSI Assessment (TSIA): The TSI Assessment measures college readiness in reading, writing and math. Assessments include multiple-choice questions and aligned to the Texas College and Career Readiness Standards. Scores are used for college placement purposes. Examinees take a placement test of 20-25 items that produces a numeric scale score ranging from 310 to 390.
- iii. TSIA Billing: The TSI fee for dual enrollment students if the high school provides a CBC trained proctor to administer the TSIA is \$15 for entire assessment with a \$5 retest fee payable to Coastal Bend College. High School personnel may apply to become TSIA Proctors, for more information please visit www.coastalbend.edu/tsi-highschoolsite. In the case that the high school **cannot** provide a CBC trained proctor, the School or student will pay the standard rate for TSIA and the College will schedule a proctor to administer the exam at the School.

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8. TRANSCRIPTING OF CREDIT

In order for grade to be assigned, the student must:

- i. have submitted a dual enrollment permission form by registration deadline
- ii. be on the census roll as approved by the instructor of record
- iii. complete all requirements for the course.

For dual enrollment courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. To continue in the CBC Dual Enrollment program, students must earn a "C" or better in all dual enrollment courses. Students who make lower than a grade of a "C" in a dual enrollment course can appeal to take courses the following semester by submitting a written statement explaining why they did not do well during the semester. If approved by the Dual Enrollment Director and HS Counselor, the student may be able to continue in the program. Students performing poorly will be identified through the CBC Early Alert system and will be contacted and advised by the Dual Enrollment Specialist(s), instructor and counselor. The student may be dropped from the college-level course prior to the drop deadline published in the CBC Academic Calendar. Students enrolled following the drop deadline will receive the grade earned. The College instructor will assign a letter and numeric grade for each grading periods (i.e. first period, mid-term, third period, fourth period and final) in the college grade reporting system (Campus Connect). A grade report will be sent electronically to the high school counselor.

9. FUNDING

- 1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.
- 2) The College may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
- 3) This provision does not apply to students enrolled in approved early college high school programs.
- 4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

10. ENROLLMENT PROCESS

Students interested in participating in the CBC Dual Enrollment program must complete the required CBC admission process during the CBC registration period as defined by the CBC Academic Calendar. The Office of Dual Enrollment will conduct an enrollment/registration process each term (Fall, Spring, and Summer). The School will meet all deadlines defined in the CBC Academic Calendar. Students who fail to complete the process by the published deadlines will not be eligible for the CBC Dual Enrollment program. CBC must adhere to these deadlines to meet all requirements prior to the census dates of each course.

We encourage dual enrollment students to log into their Campus Connect account regularly to check their registration status, grades, billing statements and other important data regarding their educational records. Campus Connect login tutorial videos are located at www.coastalbend.edu/DL.

11. TUITION AND FEES

Tuition, registration and general use fees are waived for students who reside within the CBC taxing district (Bee County). Out-of-district students will be charged \$33 per credit hour, a one-time \$48 registration fee, general use fee, course fees, and if applicable a distance learning fee for courses taken at any non-high school location or via distance learning. Dual Enrollment students are not charged course fees for courses taught at the high school campus.

Out-of-District Schools ONLY (schools located outside of Bee County). Please select your option below.

☒ **Option 1:** The College will waive the out-of-district fee of \$33 per credit hour if the High School provides the credentialed instructor approved by CBC to teach at the School. The School agrees that the College will pay these said instructors a **one-time stipend** of \$550 per course section at the end of the semester.

☐ **Option 2:** Student will be charged the standard dual enrollment rate of \$147 per three-credit hour course. The approved instructors will receive the full adjunct pay which is \$550 per credit-hour.

Tuition and fees may **not** be waived to pay for developmental education (remedial) courses.

12. DUAL ENROLLMENT CROSSWALK

Appendix B is the CBC Dual Enrollment crosswalk that provides the School with suggestions to "crosswalk" the College courses with the School courses. The chart is provided as a guide to assist the School in selecting course offerings at the College. The courses in **bold** are part of the CBC core curriculum.

13. HOUSE BILL 505

Effective September 1, 2015 the following will apply:

A rule may **not** limit:

- (1) the number of dual enrollment courses or hours in which a student may enroll while in high school;
- (2) the number of dual enrollment courses or hours in which a student may enroll each semester or academic year; or
- (3) the grade levels at which a high school student may be eligible to enroll in a dual enrollment course.

Service Area Rules: Section 130.008 (f). Education Code. is **repealed**.

14. TERM AND TERMINATION

This agreement shall be in effect from **August 15, 2016**, to the end of the academic year, **August 14, 2017**. The Dual enrollment Crosswalk can be modified annually to add or delete course offerings.

The College and School reserve the right to terminate this MOU upon service of written notice to the other party sixty (60) days prior to the expiration of any academic term.

15. COMPLIANCE

The College and School agree:

- i. To certify that their sites are ADA compliant.
- ii. To comply with all applicable provisions of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g.
- iii. In all cases, to comply with all federal, state, and local laws applicable to this MOU.

16. AMENDMENTS/REVISIONS

This MOU may only be amended by mutual written agreement of the parties.

17. NOTICE

All notices, demands, or requests to Coastal Bend College shall be emailed or mailed to:

Kayla D. Jones, Dual Enrollment Director
Coastal Bend College
3800 Charco Rd.
Coastal Bend College
Beeville, TX 78102
kdjones@coastalbend.edu

Steve VanMatre

Name of ISD Superintendent – **PRINT**

[Signature]

Superintendent Signature

8-23-14

Date

Coastal Bend College President
Dr. Beatriz Espinoza

Date

Dual Enrollment Director
Kayla D. Devora-Jones

Date

APPENDIX A

ROLES AND RESPONSIBILITIES OF THE COLLEGE AND SCHOOL

AREA	THE COLLEGE WILL:	THE SCHOOL WILL:
Course Schedules/ Course Planning	<p>Communicate with the high school counselor on course requests one semester prior to the term course is requested.</p> <p>Email calendars of important dates at the beginning of each semester.</p> <p>Notify dual enrollment students and high school counselor of any school closures due to inclement weather.</p> <p>Email reminders of student holidays and upcoming deadlines.</p> <p>Require that there be one course created for each approved dual enrollment course rubric with at least 15 and a maximum of 30 students. Exemptions will be granted in allied health fields where maximum enrollments are defined by the external accrediting agency.</p>	<p>Communicate with Dual Enrollment Specialists assigned to the high school regarding course requests one semester prior to requests being made. The requests will include course rubric (ex. ENGL 1301), course days, course start/end time, and preferred instructor.</p> <p>Email the school calendar of events to their assigned Dual Enrollment Specialists.</p> <p>Follow the College academic calendar which includes student holidays. All DE students are responsible for notifying their college instructor if they are missing any classes and follow course policies on syllabus.</p> <p>Submit to the college a schedule of the times each course section will meet and what sections and course times will be consolidated to form a single college course that meets the minimum enrollment requirement at least 15 and a maximum of 30 students.</p>
Dual Enrollment Faculty	Issue all dual enrollment faculty a CBC email address to communicate all official college business which includes: access to Campus Connect, grade reporting, roster certifications, Blackboard access and communications with CBC students, staff and departments.	Ensure that the dual enrollment faculty is utilizing their assigned CBC email address to communicate all official college business which includes: access to Campus Connect, grade reporting, roster certifications, Blackboard access and communications with CBC students, staff and departments.
Curriculum	<p><u>Provide</u> course approved content, curriculum, materials, time table of assignments instruction, and method/rigor of the approved course syllabus.</p> <p>Communicate all deadlines for required reports to the dual enrollment faculty via their CBC email address.</p>	<p><u>Ensure</u> dual enrollment faculty adhere to the college course approved content, curriculum, materials, time table of assignments instruction, and method/rigor of the approved course syllabus.</p> <p>Ensure all dual enrollment faculty report periodic grades in Campus Connect, excessive absences, student drops, certify rosters, five-column model, and other required reports.</p>

AREA	THE COLLEGE WILL:	THE SCHOOL WILL:
Facility	<p>Contact the high school prior to the semester beginning to learn where they will report for course instruction if CBC course is taught at the high school.</p> <p>Abide by high school policies as it pertains to dress code and campus safety procedures if CBC instructor is teaching at the high school.</p>	<p>Provide CBC with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> • Adequate board space • Projector/display equipment • Multimedia equipment • Necessary lab & equipment • Internet access that lifts ISD's firewall restrictions upon request. <p>Provide CBC instructor the procedures for security of facility and facilities rules, including any CBC faculty or student restrictions.</p>
Student Support Services	<p>Arrange assessment, advising, and registration services to students.</p> <p>Assign a Dual Enrollment Specialist to your high school and they will be responsible for providing students with support services (i.e. advising, case-management, referral to tutoring services, etc.).</p> <p>Provide periodic grade reports to the high school counselor with numeric and letter grades. The student with below a numeric grade of 70 will be highlighted on report.</p>	<p>Provide a time and support for the Dual Enrollment Team to assist students in completing the CBC application.</p> <p>Review the periodic grade reports and notify the DE Specialist prior to drop date if student is requesting to drop a course.</p> <p>Notify the Office of Dual Enrollment at least two weeks prior for campus tours.</p> <p>Promote and inform dual enrollment students about Student Services events and activities sponsored by CBC.</p>
Student Records and Reporting	<p>Provide mutually agreed-upon reports of student enrollment and courses grades (letter and numeric) to designated ISD officials upon request as allowed by FERPA.</p>	<p>Designate an official to request CBC reports and sign release indicating that student records are not released to the public under FERPA.</p> <p>Ensure that student record information reported by CBC is not released to third parties.</p> <p>Collect all admission forms and documents from students. These documents can be scanned and e-mailed to your assigned Dual Enrollment Specialist.</p>

AREA	THE COLLEGE WILL:	THE SCHOOL WILL:
Tuition and Fees/Billing	<p>Invoice the ISD in a timely manner.</p> <p>Not drop any dual enrollment students because of non-payment.</p> <p>Invoice the ISD for all students enrolled in courses AFTER the course census date. For any student added after the census date the College will invoice accordingly.</p>	<p>Complete the Business Office form in Appendix C and submit with the MOU.</p> <p>Notify the CBC Business Office of what students' bills will be paid for by ISD with the list that includes students first and last name and CBC ID.</p> <p>Pay all invoices for students enrolled in courses after the course census date. For any student added after the census date the School/student will pay for any additionally enrolled students.</p>
College Textbooks and Supplies	<p>Provide the dual enrollment faculty member a course textbook and required course materials.</p> <p>Inform the School of the current textbook cycles.</p>	<p>Complete the Bookstore form (Appendix D) to notify the CBC bookstore of what textbooks and supplies that will be purchased by the ISD.</p>
Federal Family Educational Rights and Privacy Act (FERPA)	<p>Will adhere to the Federal Family Educational Rights and Privacy Act (FERPA). FERPA Policy guarantees students certain rights with respect to their educational records including the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.</p> <p>Will present information regarding to students and parents during all presentations and student appointments.</p>	<p>Will adhere to the Federal Family Educational Rights and Privacy Act (FERPA). FERPA Policy guarantees students certain rights with respect to their educational records including the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.</p> <p>Will inform student and parents of the FERPA Regulations and the FERPA Release located on the student's Campus Connect account.</p> <p>Ensure that students and parents understand that instructors work directly with students, as opposed to the type of parent interventions one may be accustomed to at the high school level. Under FERPA (Family Educational Rights and Privacy Act) instructors are not required to discuss student performance or other student-related issues with parents.</p>

APPENDIX B
DUAL CREDIT CROSSWALK SUGGESTIONS

CBC COURSE #	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
ACCT 2301	Principles of Accounting	3	64		Accounting II	13016700	1 credit
ACNT 1301	Introduction to Accounting	3	96		Accounting I	13016600	1 credit
ARTS 1301	Art Appreciation	3	48	Creative Arts	Art I	03500100	.5 credit
ARTS 1303	Art History I	3	48	Creative Arts	Art History III	03501700	.5 credit
ARTS 1304	Art History II	3	48		Art History III	03501700	.5 credit
ARTS 1311	Art Design	3	96		Art I	03500100	1 credit
AUMT 1201	Introduction & Theory of Automotive Technology	2	96		Advanced Automotive Technology	13039700	2 credits
AUMT 1307	Automotive Electrical Systems	3	96		Practicum in Transportation Distribution, and Logistics	13040400	1 credit
AUMT 1310	Automotive Brake Systems	3	96		Advanced Automotive Technology	13039700	2 credits
BCIS 1305	Business Computer Applications	3	96	Core Component Area Option	Business Information Management I	13011400	.5 credit
BIOL 1322	Food & Nutrition	3	48		Lifetime and Wellness	13024400	.5 credit
BIOL 1408	General Biology	4	96	Life & Physical Sciences	Biology A Scientific Research & Design	03010200	.5 credit
BIOL 2304	Introduction to Human Anatomy & Physiology	3	96	Life & Physical Sciences	Anatomy and Physiology (Approved 4th Science)	13020600	.5 credit
BIOL 2401	Human Anatomy and Physiology	4	112	Life & Physical Sciences	Human Anatomy and Physiology I	13020600	.5 credit

CBC COURSE #	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
BIOL 2402	Human Anatomy and Physiology	4	112		Human Anatomy and Physiology II	13020600	.5 credit
BIOL 2420	Microbiology	4	112	Life & Physical Sciences	Medical Microbiology	13020700	.5 credit
CDEC 1319	Child Guidance	3	80		Child Guidance	13024800	1 credit
CDEC 1356	Emergent Literacy for Early Childhood	3	80		Practicum in Human Services I	13025000	.5 credit
CDEC 1358	Creative Arts for Early Childhood	3	64		Child Guidance	13024800	.5 credit
CHEM 1405	Introduction to Chemistry I	4	96		Chemistry (A) Scientific Research and Design	03040000 13037200	1 credit
CHEM 1411	General Chemistry I	4	96	Life & Physical Sciences	Chemistry (A) Scientific Research and Design II	03040000 13037210	1 credit
CHEM 1412	General Chemistry II	4	96	Life & Physical Sciences	Chemistry (B) Scientific Research and Design II	03040000 13037210	1 credit
CRIJ 1301 or CJSA 1322	Introduction to Criminal Justice	3	48		Law Enforcement I	13029300	.5 credit
CRIJ 1306	Court Systems and Practices	3	48		Law Enforcement I	13029300	.5 credit
CRIJ 2323 or CJSA 2300	Legal Aspects of Law Enforcement	3	64		Law Enforcement II	13029300	.5 credit
CRIJ 2328	Police Systems and Practices	3	48		Law Enforcement II	13029300	.5 credit
DEMR 1301	Introduction to Shop Safety	3	48		Practicum in Transportation Distribution, and Logistics	13040400	1 credit
DFTG 1305	Technical Drafting &	3	64		Engineering Design and Presentation	13036500	.5 credit

CBC COURSE #	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
DFTG 1309	Basic Computer-Aided Drafting	3	96		Engineering Design and Presentation	13036500	1 credit
DRAM 1310	Theater Arts I	3	96	Creative Arts	Introduction to Theater	03250100	1 credit
ECON 2301	Principles of Macroeconomics	3	48	Social/Behavioral Science	Economics	03310300	.5 credit
ECON 2302	Principles of Microeconomics	3	48		Economics or Economics Advanced Studies	033103XX	.5 credit
EDUC 1300/ PSYC 1300	Learning Frameworks (My Cougar Course)	3	48	Core Component Area Option	College Readiness and Study Skills	03270100	.5 credit
ENGL 1301	Composition I	3	64	Communications	English III	03220400	.5 credit
ENGL 1302	Composition II	3	64	Communications	English III	03220400	.5 credit
ENGL 2322	British Literature I	3	48	Language, Philosophy & Culture	English IV	03220400	.5 credit
ENGL 2323	British Literature II	3	48	Language, Philosophy & Culture	English IV	03220400	.5 credit
GEOG 1303	World Geography	3	48		World Geography Studies	03320100	.5 credit
GEOG 1305	Environmental Geology	3	48	Life & Physical Sciences	Earth and Space Science	03069200	.5 credit
GEOG 1403	Physical Geology	4	112	Life & Physical Sciences	Earth and Space Science	03060200	.5 credit
GEOG 1404	Historical Geology	4	112	Life & Physical Sciences	Earth and Space Science	03060200	.5 credit
GOVT 2305	Federal Government	3	48	Government/ Political Science	US Government	03330100	.5 credit

CBC COURSE#	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
GOVT 2306	Texas Government	3	48	Government/ Political Science	Social Studies Advanced Studies	03380001	.5 credit
HIST 1301	US History Before 1865	3	48	American History	US History A	03340100	.5 credit
HIST 1302	US History After 1865	3	48	American History	US History B	03340100	.5 credit
HITT 1305	Medical Terminology	3	96		Medical Terminology	13020300	.5 credit
HPRS 1160	C.N.A. Clinical	1	48		Anatomy and Physiology (Approved 4th Science)	1320600	.5 credit
HPRS 1304	Basic Health Professional Skill	3	96		Anatomy and Physiology (Approved 4th Science)	1320600	.5 credit
HUMA 1301	Humanities	3	48	Language, Philosophy & Culture	Humanities	03221600	.5 credit
IMED 1316	Web Design I	3	96		Web Technologies	13027900	1 credit
ITNW 1325	Fundamentals of Networking Technologies	3	96		Telecommunications and Networking	13027400	.5 credit
ITSC 1325	Personal Computer Hardware	3	96		Computer Maintenance	13027300	.5 credit
KINE 1304	Personal/Community Health	3	48	Core Component Area Option	Health Education	03810100	.5 credit
MATH 1314	College Algebra	3	64	Mathematics	Algebra II	03100600	.5 credit
MATH 1324	Mathematics for Bus. & Social Sciences	3	48	Mathematics	IND. Studies in Math: X time taken	0310250X	.5 credit
MATH 1325	Calculus for Bus. & Social Sciences	3	48		IND. Studies in Math: X time taken	0310250X	.5 credit
MATH 1350	Fundamentals of Mathematics I	3	48	Mathematics	IND. Studies in Math: X time taken	0310250X	.5 credit

CBC COURSE #	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
MATH 1351	Fundamentals of Mathematics II	3	48		IND. Studies in Math: X time taken	0310250X	.5 credit
MATH 2412	Pre-Calculus Math	4	96	Mathematics	Pre-Calculus B	03101100	.5 credit
MATH 2413	Calculus I	4	96	Mathematics	HS Pre-Calculus A	03101100	.5 credit
MATH 2414	Calculus II	4	96		HS Pre-Calculus B	03101100	.5 credit
MUSI 1306	Music Appreciation	3	48	Creative Arts	Music I History	03152900	.5 credit
PHYS 1401	College Physics I	4	112	Life & Physical Sciences	Physics A or Sci. Research & Design	03050000	.5 credit
POFI 1301	Computer Applications I	3	96		Business Information Management I	13011400	.5 credit
PSYC 2301	General Psychology	3	48	Social/Behavioral Science	Psychology	03350100	.5 credit
SOCI 1301	Principles of Sociology	3	48	Social/Behavioral Science	Sociology	03370100	.5 credit
SPAN 1411	Beginning Spanish I	4	112		Spanish I	03440100	.5 credit
SPAN 1412	Beginning Spanish II	4	112		Spanish I	03440100	.5 credit
SPAN 2311	Intermediate Spanish I	3	48	Language, Philosophy & Culture	Spanish II	03440200	.5 credit
SPAN 2312	Intermediate Spanish II	3	48		Spanish II	03440200	.5 credit
SPCH 1311	Introduction to Speech Communication	3	48	Communications	Communication Application	03241400	.5 credit
SPCH 1315	Public Speaking	3	48	Communications	Public Speaking	03240900	.5 credit
TECA 1303	Families, School and Community	3	64		Family and Community Service	13024900	.5 credit
TECA 1311	Educating Young Children	3	64		Child Guidance	13024800	.5 credit

CBC COURSE #	CBC COURSE	CBC CREDIT HRS	TOTAL CONTACT HOURS	CORE COMPONENT	HS COURSE	PEIMS #	HS CREDIT
TECA 1318	Wellness of Young Children	3	64		Child Guidance	13024800	.5 credit
TECA 1354	Child Growth & Development	3	48		Child Development	13024700	.5 credit
WLDG 1307	Introduction to Welding Using Multiple Processes	4	128		Welding	13032300	.5 credit
WLDG 1412	Introduction to Flux Core Arc Welding	4	128		Advanced Welding	13032400	1 credit
WLDG 1417	Introduction to Layout & Fabrication	4	128		General Agriculture Mechanics	13002300	1 credit
WLDG 1428	Introduction to Shielded Metal Arc Welding	4	128		Welding	13032300	1 credit
WLDG 1430	Introduction to Gas Metal Arc Welding	4	128		Advanced Welding	13032400	1 credit

APPENDIX C

BUSINESS OFFICE FORM

The Independent School District will **pay** for the following (check all that apply):

- ☐ Tuition
- ☐ Non-Refundable Fees (course fees if taught at CBC location, online fee, late registration fee, etc.)
- ☐ Course Fees (i.e. course supplies)
- ☐ Testing Fees

If you do not make any selection below then we will assume that your students are self-pay and they are responsible for all costs.

Provide the contact information for the high school personnel that is responsible for answering all invoice/billing questions:

Full Name: _____

Phone Number: _____

Email Address: _____

Invoice Mailing Address: _____

If you have any questions regarding the invoice for your students, please contact the CBC Business Office at (361) 354-2222 or 2220 or visit www.coastalbend.edu/businessoffice.

Please return the completed form to the Office of Dual Enrollment by email to ecuyler@coastalbend.edu.

APPENDIX D

CBC BOOKSTORE INFORMATION FORM

The Independent School District will pay for the following (check all that apply):

☐ Textbooks and Access Codes

Subject: _____ Quantity: _____

Subject: _____ Quantity: _____

Subject: _____ Quantity: _____

Subject: _____ Quantity: _____

☐ Graduation Regalia

Provide the contact information for the high school personnel that is responsible for answering all bookstore questions:

Full Name: _____

Phone Number: _____

Email Address: _____

Mailing Address: _____

If you have any questions regarding purchases from the CBC Bookstore, please contact (361) 354-2290 or visit www.coastalbendbooks.com.

Please return the completed form to the Office of Dual Enrollment by email to ecuyler@coastalbend.edu.